

Policy Title: Behaviour Policy

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### **Rationale:**

We believe that good behaviour and discipline are essential to successful teaching and learning. Consequently, all curriculum documentation and other policies should pay due regard to the aims and objectives of the behaviour policy. It is important to have high expectations of behaviour from all our pupils. Parents are partners in the establishment of good behaviour and discipline. Our management of behaviour should preserve and enhance the self-esteem of our pupils.

### **Overview:**

At Kirkby Malzeard Church of England Primary School we are a caring community and our values are embodied in our 'mission statement'. The primary aim of our behaviour policy is to support the way in which all members of our community can live, work and play together in harmony. It is our utmost priority to provide an environment in which every member of the school community is valued and respects the rights and feelings of others. Everybody must have an equal opportunity to develop academically, personally, socially, physically and culturally. In order to achieve this, our behaviour policy must apply to **all** areas of school life and be followed by **all** members of staff. It is consistency in our approach that embeds this message for children and this must be adhered to. Our 'School Rules' are kept to a minimum and are formulated by staff and children together and reviewed each year. These 'rules' are displayed around the school and apply to all members of our community; regular reminders are given, for example in lessons, collective worship, in preparation for trips/ visits etc to adhere to them. To enable us to ensure these rules are put into practice the emphasis at Kirkby Malzeard School is on a positive approach to behaviour management, using praise, encouragement and rewards. The use of rewards and sanctions must be consistent across all year groups and at all times of the day so that the children and staff know exactly what is expected of them at all times.

All children have a right to education, safety, love, care and an opportunity to develop good relationships with their peers and with adults. Good behaviour does not necessarily come naturally to children and therefore respect, cooperation, tolerance and justice needs to be taught to them just as any academic skill needs to be and at Kirkby Malzeard we facilitate this in the following ways:

- All adults remain positive when correcting behaviour. They plan what they will say.
- Adults are not distracted into arguments or debates with children. They concentrate on the primary misbehaviour and avoid being drawn into correcting the way a child is talking to them or their attitude. This can be dealt with later.
- Consequences are planned and well thought out so that they are in proportion with the misbehaviour.
- Actions taken are timely and appropriate. Severe consequences do not make children behave well. It is the certainty that they will be held to account for their actions that does.
- Everyone has a responsibility to protect the rights and feelings of others through their own behaviour and actions.

We believe that if conflict or harm does occur, in order to move on, the needs of both parties are similar and need to be considered. It is not about apportioning blame as we recognise that it is not always possible to identify at the outset of enquiry who is the harmed/harmer. As part of our

process we ask staff dealing with a situation where harm or conflict has occurred to ask **both** parties the following questions:

- What happened?
- What were your *thoughts* at the time?
- What were your *feelings* at the time?
- Who has been affected and how?
- What are your *thoughts* now?
- What are your *feelings* now?
- What do *you* need in order to move on/feel better?

This restorative process means solving the problem is then handed over to the parties to agree using this question;

- What needs to happen now in order to put things right?

Support and guidance is given to all pupils involved throughout this process to ensure outcomes are reasonable and manageable.

### **Kirkby Malzeard Behaviour System:**

Rewards and Sanctions are operated through our school behaviour system with agreed definitions for behaviour and outcomes using the following categories;

WOW

**EXPECTED**

WOBBLY

UNACCEPTABLE

Each day is a fresh start and with 'Expected' behaviour being the starting point each day (children can move up and down the charts throughout the day) we employ the above system with the following agreed rewards and sanctions.

#### **Rewards:**

In order to increase the emphasis on positive behaviour and to ensure that children who behave particularly well get the credit they deserve, we have devised & implemented a system that allows the children to be rewarded consistently & regularly. We praise and reward our children for good behaviour in a variety of ways e.g.

- ❖ Verbal Praise
- ❖ Star of the Week
- ❖ Team Points
- ❖ Being given responsibility
- ❖ Dale Dots
- ❖ Stickers
- ❖ Recognition in assembly /note home

As a school we acknowledge and celebrate the efforts and achievements of our children, both in and out of school.

### **Sanctions:**

Behaviours which are deemed to be less than 'EXPECTED' are dealt with by the use of agreed sanctions e.g.

- ❖ Reminder / warning that they will move down the behaviour chart
- ❖ Moving down the behaviour chart
- ❖ Time out (but not to be removed from class)
- ❖ Withdrawal from the playground (in order to attend a conference)
- ❖ Involvement of parents
- ❖ Exclusion (In line with DFE policy)

### **Dealing with more serious situations:**

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session (by giving a period of 'Time Out' which may involve moving the child to another class or if appropriate removing the other pupils to a place of safety). This also applies to playground situations.

If a child threatens, hurts or bullies another pupil or adult the class teacher records the incident and the child is reprimanded and a consequence given (i.e. loss of privileges). If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. This would involve sharing the 'behaviour management system' and related policies. If unacceptable behaviour continues then the ultimate consequence would be exclusion.

We have high expectations of good behaviour and we do not tolerate violent behaviour, stealing, disrespect or vandalism under any circumstances. If there is a problem we like to discuss it with parents at an early stage.

### **Creating a culture of positivity**

Overall, we want Kirkby Malzeard to be a positive place in which everyone feels safe and is able to learn to the best of their ability. It is down to every member of the school community to contribute to our ethos in a positive way.

### **Roles & Responsibilities:**

#### **i) The role of the Class Teacher.**

It is the responsibility of the class teacher to ensure that **school rules are enforced in their class**, that the pupils discuss and agree appropriate rules for their classroom and that the pupils in their class behave in a responsible manner during lesson and assembly time. Children should be reminded that rules apply in all learning situations regardless of who is leading the learning.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with the incidents in the normal manner. However, if misbehaviour continues, the class teacher must seek help and advice from the Headteacher or Assistant Headteacher .

Where an incident involves pupils from different classes, the teacher should inform the appropriate class teacher as soon as possible who will monitor patterns of behaviour.

The class teacher liaises with the SENCO re behaviour concerns; this may also involve contact with external agencies, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with an education social worker or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

#### **ii) The role of the Head Teacher.**

It is the responsibility of the Head Teacher, under the School Standards Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head Teacher is also responsible for arranging any necessary training to enable the staff to fulfil the behaviour policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

#### **iii) The role of Support staff and Mid-day supervisors.**

It is the role of support staff and mid-day supervisors to ensure any school rules are enforced and that the children in their care behave responsibly in school and on the playground.

The support staff and mid-day supervisors in our school treat each child fairly, with respect and understanding and enforce the school rules consistently.

If a child misbehaves whilst in their care they should follow school procedure and should also inform the relevant class teacher at the end of the lunchtime period. Any serious incidents should be reported to the HT immediately.

#### **iv) The role of the Pupils.**

Each pupil in our school should abide by the rules of the school / class at all times.

Each pupil in our school should behave responsibly at all times and show respect for **all** adults (whatever their role) and for other pupils.

#### **v) The role of the Parents.**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We share our policy on our website, and we expect parents to read and support us in its implementation.

We expect parents to support their child's learning and to co-operate with school. We try to build a supportive dialogue between the home and the schools, and we inform the parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If the concerns remain, they should contact the Head Teacher. If they still have concerns; they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

#### **vi) The role of the Governors.**

The governing body has the responsibility, in conjunction with the Head Teacher, of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher manages the day-to-day implementation of the school behaviour and discipline policy, but governors may be called upon to give advice. The Head teacher must take this into account when making decisions about matters of behaviour.

#### **Fixed-term and permanent exclusions.**

Only the Head Teacher (or Acting Head Teacher) has the power to exclude a pupil from school. They may do so for one or more fixed periods, for up to 45 days in one school year. The Head Teacher may also exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body and informs them how to do so.

The Head Teacher informs the governing body and the LEA about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee, which is made up of between three and five members, which considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances, in which the pupil was excluded, consider any representation by parents and the LEA and consider whether the pupils should be re-instated. If re-instatement is agreed, the Head Teacher must comply with this ruling.

#### **Action to be taken:**

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports on this to the governing body and if necessary makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour.

- The class teacher keeps a record of minor classroom incidents.
- The Head Teacher records those incidents when a child is sent to see her/him on an account of continued misbehaviour.
- Mid-day supervisors report incidents of misbehaviour to the class teacher for them to record.
- Serious incidents are written onto an official form and details recorded in a Serious Incidents Record, which is stored in the Head Teachers office. (This includes serious incidents at break or lunchtimes).
- The Head Teacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rates of exclusions and to ensure that the school policy is administered fairly and consistently.

The schools approach to behaviour and discipline is highlighted through our mission statement and the following inter-related policies:-

- Behaviour and Discipline policy,
- Anti-Bullying Policy
- Guidelines on Physical Contact policy.

The rationale and the aims and objectives of all of these policies are related and as such the policies are not applied in isolation. These policies are linked to **DFE guidance on Anti Bullying (October 2014)** and **Supporting Children and Young People who are bullied: advice for schools.**

These policies have been drawn up following discussion between all members of staff, the Governing Body and members of the LA Behaviour Support Team. Members of staff have also taken part in a training session on the use of positive handling strategies for children with severe behaviour difficulties. All staff have read the policy and adhere to it, frequent reviews take place and amendments are made as and when required to ensure the needs of all are fully met.

The governing body reviews this policy every two years. They may however, review it earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

Policy updated: May/June 2017

